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ABSTRACT

This practicum recommends a policy of granting academic credit for prior learning as a viable alternative to the traditional accrediting policy of Bristol Community College (BCC) in Massachusetts. The polity recommendation is based on an extensive survey of the literature, and a national survey of 100 randomly selected colleges and universities. Of the 54 colleges responding, 63 percent had some sort of Credit for Learning policy, of which nine are described in detail in this practicum. Also serving as background for this practicum are an institutional student and faculty questionnaire and interviews with the college registrar and assistant dean of academic affairs. All 160 members of the BCC faculty were surveyed, and 71 responded (45 percent); 340 students, representing 10 percent of the BCC student body were surveyed, and 274 responded (81 percent). The overall reaction to a Credit for Learning policy by the faculty, students, and administrators was overwhelmingly positive. Procedures for successfully implementing the proposed policy are listed, a bibliography is appended, the survey instruments are included, and survey data are organized into tables. (NHM)

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CREDIT FOR LEARNING - A PROPOSED ALTERNATIVE APPROACH TO THE POLICY OF GRANTING COLLEGE CREDIT AT BRISTOL COMMUNITY COLLEGE

by

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Bristol Community College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
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TABLE OF CONTENTS

PAGE

Preface i

List of Tables ii

Chapter

1. INTRODUCTION 1

BACKGROUND AND SIGNIFICANCE 2

STATEMENT OF THE PROBLEM 3

PURPOSE OF THE STUDY 4

DEFINITION OF TERMS 4

LIMITATIONS OF THE STUDY 4

BASIC ASSUMPTIONS 5

2. A REVIEW OF LITERATURE - PART I 6

CREDIT FOR LEARNING/CREDIT BY EXAMINATION ... 6

SOME JUSTIFICATIONS 9

SOME WEAKNESSES 10

SUMMARY 11

3. A REVIEW OF LITERATURE - PART II

A NATIONAL SURVEY 12

ILLINOIS STATE UNIVERSITY 13

GLASSBORO STATE COLLEGE 13

COLLEGE OF THE MAINLAND 15

BROOKDALE COMMUNITY COLLEGE 16

UNIVERSITY OF DELAWARE 16

OKLAHOMA STATE UNIVERSITY 17
JAMESTOWN COMMUNITY COLLEGE 18
LONGVIEW COMMUNITY COLLEGE 19
MONTEREY PENINSULA COLLEGE 20
4. TOWARD A CREDIT FOR LEARNING POLICY WITH STUDENT AND FACULTY INPUT 21
RESULTS OF THE FACULTY AND STUDENT QUESTIONNAIRE 21
Some Faculty Comments 37
Some Student Comments 39
COMMENTS BY THE COLLEGE REGISTRAR 40
COMMENTS BY THE ASSISTANT DEAN OF ACADEMIC AFFAIRS 41
A MEMO FROM THE DEAN OF ACADEMIC AFFAIRS 41
SUMMARY 45
5. THE PROPOSED POLICY 46
6. RECOMMENDATIONS FOR IMPLEMENTATION 49
STAGE I 49
STAGE II 49
STAGE III 49
FURTHER RECOMMENDATIONS 50

INDIVIDUAL SUMMARY SHEETS 51
BIBLIOGRAPHY 53
APPENDIX A 54

PREFACE

Bristol Community College since it's inception in 1966 has maintained a traditional credit granting policy. Non-traditional methods of granting college credit have received little support while the diversity of the student population has increased. The authors of this practicum have proposed a viable approach in providing an alternative route in granting college credit at Bristol Community College. Included in this practicum is a proposed Credit for Learning policy and methods for implementation.

The authors would sincerely like to thank the following individuals who contributed to the success of this study: the faculty members and students who responded to the questionnaire, all colleges/universities who responded to the national survey, the college registrar, the assistant dean of academic affairs. Glassboro State College and Illinois State University.

LIST OF TABLES

TABLE PAGE

1. Should There Exist a Policy by Which Students Can Take a Comprehensive Examination at Anytime During a Course? 34
2. Should a Student be Allowed to Take a Comprehensive Examination Prior to a Course? 31
3. Would a Credit for Learning Policy be a Step in the "Right" Direction for Bristol Communtiy College? 32
4. Would You as a Student be Willing to Try a Self-Paced Course as Part of a Credit for Learning Policy? 33
5. Would You as a Faculty Member be Willing to Develop Departmental Comprehensive Final Examinations? 34
6. Would You as a Faculty Member be Willing to Develop Individualized Instruction Units as Part of a Credit for Learning Policy? 35
7. If a Student Passes an Examination Under the System, What Should He/She be Awarded 36
8. How Many Credits Should a Student be Awarded Under a Credit for Learning Policy? 37

CHAPTER 1

INTRODUCTION

Bristol Community College since it's inception in 1966 has continuously maintained the traditional credit granting policy of three (3) college credits equaling forty-five (45) hours of instruction for fifteen (15) weeks. Non-traditional methods of granting college credit for prior learning or self-paced learning have received little or no support while the diversity of the student population has increased. Also, the adult student population at Bristol Community College has increased 150% during the past three years. The diversity of background, work experience, abilities and motivation of adults has certainly been much greater than among the younger student served by the traditional credit granting policy in higher education. With the concern of many students and faculty over relevant curriculum and the desire of many students to proceed through an associates degree program at their own pace, an alternative method of granting college credit should be considered. Credit for learning, that is, to award a student college credit when he/she successfully passes an internal comprehensive examination prior to or at any time during a given course would certainly be, in the opinion of the writers, a step in moving the institution in the "right" direction.

Background and Significance

Although the basic premise of credit for learning or credit by examination has received national attention and recognition, Bristol Community College has not kept pace with the trend in higher education. This trend has been toward a development of attractive alternatives to college in order to respond to the needs of nontraditional students. This trend has been influenced by a society which is demanding new institutional forms in education and in all fields, by a tremendous increase in learning and in the rate of learning that takes place outside the classroom and by a style of life that requires continuous learning if one is to survive in a world which is constantly changing. [1]

Certainly one of the alternative routes to providing opportunity and flexibility in higher education has been the establishment of the external and internal credit by examination concept. Bristol Community College has responded very lightly to this trend. It currently has a limited CLEP policy (College Level Examination Program) in which students can take a national comprehensive examination prior to taking a course. To date, only ten courses come under the CLEP policy and an

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1. Christ-Faner, Ariand F., "Credit by Examination", The Expanded Campus, Jossey-Bass Inc., 1972, p. 162.

internal credit by examination or credit for learning policy simply does not exist.

One thing is certain: students at Bristol Community College are becoming extremely vocal in their demands for more alternative approaches to obtaining college credit. A recent survey of 274 students by the writers supports the above statement and will be discussed in Chapter 4.

Another significant aspect developed recently when the entire Evening Student Government of Bristol Community College expressed a desire to become involved in researching the credit by examination concept. Therefore, research into the area of alternative approaches to granting college credit became extremely timely and important to the writers.

Statement of the Problem

With the increasing number of students bringing a great deal of work experience to the classroom, the increasing diversity of student population and the desire of a large segment of the student body to progress at their own pace, it became evident to the writers that Bristol Community College should consider an internal alternative approach to granting college credit. If a student can master a comprehensive examination prior to taking a course, he/she should be allowed to do so. If a student can master a subject in less than the "normal" time, for example, he/she should be allowed to take a comprehensive examination and "test out" of a course.

Purpose of the Study

Since a Credit for Learning or Credit by Examination policy could be a viable alternative method of granting college credit at Bristol Community College, this study had the following purpose: to research and propose to the administration and faculty of the college an internal Credit for Learning policy as an alternative to granting college credit.

Definition of Terms

The following terms have been applicable to this study.

Bristol Community College. A community college located in Fall River, Massachusetts which is part of a statewide system of fifteen community colleges.

Credit for Learning. A policy that awards a student college credit when he/she successfully passes an internal comprehensive examination prior to or at any time during a course at Bristol Community College. Credit for Learning, for this study, is synonymous with Credit by Examination.

College Level Examination Program (CLEP). A national program which allows students to attain college credit by taking a standardized comprehensive examination in all areas.

Limitations of the Study

This study was limited to the development of an alternative internal policy to granting college credit to students at Bristol Community College. Although the college has a very

limited policy concerning CLEP, the writers felt that at least there was a policy and it could certainly be developed. The writers felt that in order to provide the students of Bristol Community College another viable approach to granting college credit, an internal policy would certainly be a major step in keeping with national trends.

Basic Assumptions

It was assumed that all students and faculty responding to the questionnaires discussed in Chapter 4 responded with their honest feelings concerning a Credit for Learning policy.

It was also assumed that by involving both students and faculty in this study that both constituencies would express a sincere desire to become involved and support the proposed policy.

CHAPTER 2

A REVIEW OF LITERATURE - PART I

> "Many people obtain knowledge through working or other experiences which could be applied toward degree requirements. To make these individuals sit in class for three hours a week is very unjust. A program like Credit for Learning would be a great asset to Bristol Community College."
>
> Anonymous Credit Student

The above anonymous quote was attained from a questionnaire administered to a random sample of students at Bristol Community College. It seems to sum up the feelings of the writers and the student body toward a Credit for Learning policy and will be discussed in detail in Chapter 4. The following review of literature is based on the above premise. A further discussion of several successful colleges and universities using the Credit for Learning approach will be discussed in Chapter 3.

Credit for Learning/Credit by Examination

The idea of earning college credit by examination is not new. In England, for example, a college degree has for many years been available by means of examination performance through the University of London. Since 1858 at the University of London, matriculated external students (individuals not enrolled in one of the constituent colleges of the University) have been

permitted to take the regular examinations required of internal students. Successful performance on these examinations leads to the University of London degree.[2]

Today our educational establishment is being challenged by the need to educate an ever increasing number and diversity of students. On the community college level, it certainly has become more evident that many of the newer students now seeking higher education are a diverse group who have definitely not been attracted to or do not fit the mold of programs presently being offered.

According to Arland F. Chrest-Faner, one of the biggest mistakes that higher education has made has been to try to be all things to all people with basically one model of education, essentially the traditional academic model with traditional academic credit granting policies. With respect to the seemingly rigid homogeneity of our educational offerings, it can be said that such an educational system services neither individuals nor society well, if society's and individuals' needs are changing.[3]

Obviously, one of the alternative routes to providing opportunity and flexibility in higher education today has been

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2. Valley, John R., "External Degree Programs", Explorations in Non-Traditional Study, Jossey-Bass Inc., 1972, p. 110.

3. Christ-Faner, Arland F., "Credit by Examination", The Expanded Campus, Jossey-Bass Inc., 1972, p. 161.

the establishment of the credit by examination concept. Our system of higher education, based on class attendance and the accumulation of traditional course credits, has continuously rewarded learning acquired in a formal setting. Learning acquired in non-traditional ways received little recognition. With current pressures to do more with less financial resources, several institutions, recognizing that learning can take place in a variety of ways and at various times, are begining to award academic credit by examination.

Though hard statistics on current practices among institutions nationally are not available, there is certainly a strong growing trend among community colleges, colleges and universities to award credit by examination. In 1960, a survey of the 170 member institutions of the Association of University Evening Colleges and the National University Extension Association found that most of the 131 institutions responding to the survey had programs of advanced placement or credit by examination; 88 per cent of these granted either advanced placement or credit or both.[4]

The popularity of credit by examination was best illustrated by the interest expressed by agencies and organizations of a public nature on a nationwide basis.[5] In 1971 there was a

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4. Ibid., p. 163.

5. Ibid., p. 168.

national television campaign endoresed by the Advertising council to bring the opportunities and benefits of credit by examination to the attention of adults. The campaign resulted in an estimated one and a half million dollars of free time and space received from the media and a response from over one hundred thousand citizen's interested in the program.

Some Justifications

After a careful review of several articles, the writers have chosen to present four justifications for using Credit for Learning.

First, there seems to be some overlapping of our educational programs from high school into the first two years of college.

Second, some people do learn much, even concerning subjects taught in college, in other places than college classes.

A third justification is to be found in the needs of the superior student. Examination credit would seem a simple and direct method of advancing these students in accord with their real abilities.

A fourth justification of such a policy lies in the fact that it awards academic accomplishment and at the same time conserves resources. Institutions struggling to find ways to achieve more results without more resources should explore the possibility of thoughfully developed and articulated policies pertaining to practices of credit by examination.

Some Weaknesses

One of the counterarguments is that achievement examinations tap only one of the many kinds of outcomes of an on-campus collegiate experience, and to award degrees on the basis of examination performance alone would distort or reduce the overall meaning of the college degree.[6]

A major weakness, according to Dr. Lvi Peterson, Professor and Chairman of the Department of English at Weber State College is that if you grant credit by examination at the level of the average, you will tend to lower the general level of competence.[7] He further claims that this will happen not just in the college classroom, but in the high schools and eventually in the nation at large. Dr. Peterson also states: "College teachers will find little reason to urge their students to work beyond the single level of proficiency. In subject matters where equivalency testing applies academic excellence will suffer. A middling proficiency will prevail and true mastery will disappear.[8]

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6. Hartnett, Rodney T., "Non-Traditional Study: An Overview", Explorations in Non-Traditional Study, Jossey-Bass, Inc., 1972, p. 25.

7. Peterson, Levi, "Credit by Examination-Validating Atypical Educational Experiences", College and University, Journal of the American Association of Collegiate Registrars and Admissions Officers, 1973, p. 257.

8. Ibid, p. 257.

Summary

The writers have chosen to close this chapter with excerps from a speech given by Franklin L. McKean, Dean of Admissions at the University of Utah to the American Association of Collegiate Registrars and Admissions Officers:[9]

> "Suddenly in 1970 the idea of credit by examination took hold, and the action that took place during the next year was phenomenal. More than 4,000 students took these tests on a voluntary basis and the University of Utah had a large group of instant sophomores. The reaction from the faculty was immediate and sometimes vociferous. Suddenly testing, particularly the objective type, was bad - it always had been. The case method became the most valid criterion of judging the program and a full-scale review was called for. Such a review took place and the program survives-somewhat battered, but still viable."

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9. Ibid, p. 237.

CHAPTER 3

A REVIEW OF LITERATURE - PART II
A NATIONAL SURVEY

A survey letter was devised and sent to a random sample of 100 colleges and universities. This random sample was determined by selecting every fifth institution listed in the report entitled "Report of Credit Given by Educational Institutions" published by the American Association of Collegiate Registrars and Admission Officers. Also the survey letter was sent to eight colleges known to be innovative in their approaches to curriculum and instruction.

Fifty four colleges responded for a response percentage of 52%. Of those that responded 63% had some sort of Learning for Credit policy. Most colleges' Credit for Learning policy is equivalent to a Credit by Examination policy which enables students to gain credit for courses by taking a comprehensive examination. These examinations included CLEP, General and Subject examinations (50% of the colleges used CLEP examinations) CEEB, Advanced Standing examinations and departmental examinations. Jamestown Community College and Scottsdale Community College have a policy by which a person's life experience and work history can be evaluated for credit.

The following is a discussion concerning the information obtained about some of the more inclusive credit for learning policies.

Illinois State University

The main aspect of Illinois State University's Credit for Learning policy is the Departmental Proficiency Examination program. The University has had this program or some variation of this program since 1953. During 1974; 622 examinations were given and 191 or 35% of the exams were completed successfully. The majority of the exams completed successfully were in the Health, Physical Education and Recreation; and Allied Health Professions. According to Eugene H. Jabker, Director of Instructional Development the program at Illinois State University is relatively conservative, but acceptable to most of the faculty and some students.

Glassboro State College

The Credit for Learning Policy at Glassboro State College is basically a Credit by Examination policy. Examinations for academic credits in lieu of regular class enrollment are available to students under the following conditions.

1. Examinations should be compiled by those faculty usually teaching the subject matter, but must be approved by all members of the department. In departments less than three (3) staff members, the respective Dean should be expected to review the examination. Upon the approval of the Department, the Department Chairman should inform the appro-

priate Dean of those courses for which tests have been compiled and which may be used for credit by examination.

There should be on file in the department, more than one form of each examination, for all of those courses which the department has approved for credit by examination.

2. Each department should determine which courses might be completed under the credit by examination criteria.
3. The Office of Academic Affairs should establish appropriate fees for the credit by examination and dates on which tests may be administered.
4. The application of data from the CLEP battery may be utilized to allow credit in general education for mature adults.
5. A maximum of 20 semester hour credits may be attained by students through the credit by examination process.
6. Upon approval of a department, the CEEB Advanced Placement Tests or CLEP tests may be substituted for a test or tests for that department.
7. A method of periodic review of the effectiveness of examination by credit will be established by the Office of Academic Affairs in conjunction with a sub-committee of the Senate.
8. The examination should be comprehensive enough to

satisfy the faculty of the department and the College that academic standards are properly protected. The examination may be written, oral or performance, but in any case, it should be evaluated by more than one member of the Department.

9. After the examination has been evaluated by at least two members of the respective department, successful examinees shall be given a grade of "Pass".

College of the Mainland

The Credit for Learning policy at the College of the Mainland is equivalent to a Credit by Examination policy. Credit for over seventy five courses can be obtained through examinations. These examinations include CLEP subject examinations, CEEB Advanced Placement examinations and departmental examinations. These examinations are administered through the College's Testing Center. Following are the important points of the College of the Mainland's Credit by Examination policy.

1. Twenty-four hours of credit may be earned with a maximum of five courses in any one division.
2. Unsuccessful attempts to earn credit by examination will not become part of a student's official record.
3. No test may be retaken within one calendar year of the original administration date.
4. Policy decisions such as selection on preparation

of examinations, the level of performance required for credit and eligibility for earning credit by examination are made by the divisions of the college through the Dean of Instruction.

Brookdale Community College

The Credit for Learning policy at Brookdale Community College has two salient parts. First, a student before registering for a particular course may gain credit for this course by demonstrating the ability to achieve the expected outcomes of the course through some type of examination. Both CLEP examinations and departmental examinations are used for this purpose. Second, a student already enrolled in a course may acquire credit for the course at any point that he can demonstrate the required competencies. This is accomplished through comprehensive examinations. In both cases the student who has through life experiences gained the competencies required of a certain course is able to proceed at his own pace.

University of Delaware

The University of Delaware provides to all currently registered students and to newly admitted students the opportunity to obtain college credit by examination for competencies attained through professional experience, independent study or similar experience. The examinations used for

the purpose of granting credit are the CEEB Advanced Placement tests (AP), the College-Level Examination Program (CLEP) subject examinations and departmental examinations. On the AP tests credit is granted for scores of three or better and the cut-off score for passing a CLEP examination is determined by each deparment.

The intent of the University of Delaware's Credit by Examination policy is to provide students who have had some special learning experience with the opportunity to demonstrate their competence. It is not intended to allow students to take an examination on the chance that they might pass it. In every case arrangements to obtain Credit by Examination must be made through the individual department, college or division. A list of subject areas in which Credit by Examination is available is indicated in Appendix A.

Oklahoma State University

Oklahoma State University has a Credit for Learning policy which has two aspects. First, students may gain credit for courses in which they are proficient through an advanced standing examination. These examinations are either CLEP subject examinations or exams developed by the academic departments at Oklahoma State University. Both the CLEP subject examinations and the departmental examinations are given on regularly scheduled dates.

The other aspect of Oklahoma State University's Credit

for Learning Policy is their Individually Prescribed Instruction (IPI) program. Fifty courses at OSU are developed around modules which the student can study at his own pace. Half of these courses are designed to allow the student flexibility in study time, but at the same time keep all students on the same schedule. The other half is completely self-paced and a student could complete the course at anytime during the semester. Thus a student may take an examination whenever he feels he has mastered the course objectives. Once a student has completed an IPI course he is able to enroll in another IPI course no matter what point of time it is in the semester. IPI uses a systems approach to learning which includes the following components: objectives, pre-tests, learning activities, and post-tests.

Jamestown Community College

Jamestown Community College's Credit for Learning Policy has two major components. The first component assesses a person's life experiences and work experience through standardized tests. These tests include: New York State College Proficiency, JCC Proficiency Examinations, College Level Examination Program, SUNY Independent Study, Advance Placement Program, Military Training, Empire State College, and Regents External Degree.

The other components deal with life experiences not measurable by standardized examinations. Such life experiences

are evaluated at Jamestown Community College by qualified specialists and consultants. Students declare which experiences they desire to be assessed, why they wish them assessed and plan a program for documenting their learnings.

Assessing life experiences does not mean testing the individual to determine that he knows what Jamestown Community College would like him to know by virtue of course objectives; but to view the individual's experiences as unique to him with accompanying learnings.

The quality of his experiences is evidenced by such criteria as skill compentency as viewed by others, promotion, awards, certificates, duration and depth of expericnces and testimony of associates. Life experience assessment at Jamestown Community College is the individual asking for help to design his own course/program and his requesting Jamestown Community College to evaluate it for credit.

Longview Community College

The Credit for Learning Policy at Longview Community College is primarily a Credit by Examination policy. Students may receive credit for many of the courses offered by either taking a CLEP examination or an examination developed by the department in which the course is offered. Standarized examinations such as CLEP examinations are preferred. The maximum number of hours granted as Credit by Examination at Longview Community College is 30 and the acceptable score for

which credit shall be granted on CLEP examinations is the 50th percentile of the sophomore norms. Appendix A lists the courses offered through Examination by Credit.

Monterey Peninsula College

At Monterey Peninsula College a student may earn a maximum of 30 credits by examination. A student earns these credits through three types of examinations, Challenge Examinations, CLEP General and Subject examinations or CEEB Advanced Placement tests. The Challenge examinations are comprehensive examinations developed by individual departments. To receive three credits for each CLEP General examinations a student must achieve a score of 500 or better on the examination. An enrolled student who scores 50 or better on a CLEP Subject examination may receive from three to six credits. Test scores of three or above on the Advanced Placement test allow students to be granted credit.

CHAPTER 4

TOWARD A CREDIT FOR LEARNING POLICY WITH STUDENT AND FACULTY INPUT

This chapter is an attempt by the authors to obtain as much information, help and honest "input" as possible toward establishing a Credit for Learning policy. This chapter is divided into two major sections: the results of a faculty and student questionnaire and interviews with the college registrar and the assistant academic dean.

Results of the Faculty and Student Questionnaire

The authors decided to survey faculty and students in an attempt to gain information concerning their attitudes toward a Credit for Learning policy. The entire faculty of Bristol Community College (Day and Evening), numbering 160, was sent a faculty questionnaire. Seventy-one (71) faculty members returned completed questionnaires for a total of 44.5% of the total faculty.

It was determined from the official college roster that there were 3,400 registered credit students in the day and evening division. From this roster, the writers selected every 10th name for a total of 340 students or 10% of the population. Each student was sent a questionnaire with instructions. Two hundred and seventy-four (274) students returned

completed questionnaires for a total of 80.5% of the sample population.

The following pages contain the original copies of the student and faculty questionnaires used in the survey and a complete discussion of the results.

BRISTOL COMMUNITY COLLEGE
DIVISION OF CONTINUING EDUCATION
FALL RIVER, MASSACHUSETTS

M E M O R A N D U M

TO: The Faculty of Bristol Community College

FROM: Armand Desmarais and E. Foster Wiggins

DATE: April 4, 1975

RE: Attached Questionnaire

- -

We are currently working on a research project entitled "Credit for Learning" as part of our doctoral studies and we would certainly appreciate your help. Please take a few minutes to complete the attached questionnaire and return to:

Armand Desmarais
Elsbree Street Campus
Room D 100

Thank you for your cooperation.

Attachment

QUESTIONNAIRE CONCERNING A
CREDIT FOR LEARNING POLICY
AT BRISTOL COMMUNITY COLLEGE

This questionnarie is an attempt to obtain your honest opinion concerning an internal Credit for Learning policy which could be applicable at Bristol Community College. A Credit for Learning policy is a policy that would:

a) Allow a student to take a comprehensive examination in any course prior to actually taking the course. If the student satisfactorily passes the examination, he/she would be awarded the prescribed credits.

b) Allow a student to enroll in college courses, as usual, and at any time prior to the end of the course take a comprehensive examination. If the student satisfactorily passes the examination, he/she would be awarded the prescribed credits.

Please complete the following questions:

1. Should there exist a policy by which students can take a comprehensive examination at anytime during a course if he/she feels that he/she has mastered the objectives of the course?

   YES /__/ NO /__/

2. If a student feels that he/she can master a comprehensive examination prior to taking a course, should he/she be allowed to do so?

   YES /__/ NO /__/

3. Do you feel that a Credit for Learning policy would be a step in the "right direction" in providing a student an alternative method in obtaining college credit?

   YES /__/ NO /__/

4. If you feel that a Credit for Learning policy could work at BCC, would you be willing to develop departmental comprehensive examinations for the courses you teach?

   YES /__/ NO /__/

5. If a Credit for Learning policy is to succeed, it will be necessary for faculty members to individualize their courses by developing individualized instructional units. The developing of these units would include behaviorial objectives. Would you be willing to develop such units?

   YES /__/ NO /__/

6. If a student passes a departmental comprehensive examination, should he/she be awarded:

   a) a grade based on the score and the prescribed credits

   b) a pass/fail based on the score and the prescribed credits

   c) no grade, but simply award the prescribed credits and note on the transcript that the credits were earned through an examination.

7. How many credits should a student be allowed to earn by comprehensive examination?

   a) 6 credits

   b) 12 credits

   c) 18 credits

   d) 24 credits

   e) 30 credits

   f) unlimited credits

8. Please list any suggestions, comments or criticisms that you may have concerning a Credit for Learning Policy.

QUESTIONNAIRE CONCERNING A CREDIT FOR LEARNING POLICY AT BRISTOL COMMUNITY COLLEGE

This questionnaire is an attempt to obtain your honest opinion concerning an internal Credit for Learning policy which could be applicable at Bristol Community College. A credit for learning policy is a policy that would:

a) Allow a student to take a departmental comprehensive examination in any course prior to actually taking the course. If a student satisfactorily passes the examination, he/she would be awarded the prescribed credits.

b) Allow a student to enroll in college courses, as usual, and at anytime prior to the end of the course take a departmental comprehensive examination. If the student satisfactorily passes the examination, he/she would be awarded the prescribed credits.

Thank you for your cooperation.

Please complete the following questions:

STUDENT QUESTIONNAIRE

1. Should there exist a policy by which students can take a comprehensive examination at anytime during a course if he/she feels that he/she has mastered the course?

   YES /_/ NO /_/

2. If a student feels that he/she can master a comprehensive examination prior to taking a course, should he/she be allowed to do so?

   YES /_/ NO /_/

3. Do you feel that a Credit for Learning policy would be a step in the "right direction" in providing a student an alternative method in obtaining college credit?

   YES /_/ NO /_/

4. If a Credit for Learning policy is to succeed, individualized instructional units will have to be developed by the faculty. If a student chooses to gain credit thru an examination, he may have to try a self-paced course using individualized instructional units as opposed to the traditional lecture method of instruction. Would you be willing to do this?

   YES /_/ NO /_/

5. If a student passes a comprehensive examination under this system, should he/she be awarded:

   a) a grade based on the score and the prescribed credits

   b) a pass/fail based on the score and the prescribed credits

   c) no grade, but simply award the prescribed credits.

6. How many credits should a student be allowed to earn by comprehensive examination?

   a) 6 credits

   b) 12 credits

   c) 18 credits

   d) 24 credits

   e) 30 credits

   f) unlimited credits

7. Please list any suggestions, comments or criticisms that you may have concerning a Credit for Learning Policy.

Each survey question will be summarized in a table followed by a brief discussion and conclusion.

TABLE I

Should There Exist a Policy by Which Students Can Take a Comprehensive Examination at Anytime During a Course?

CONSTITUENCIES	RESPONSE	
	YES	NO
FACULTY	50	21
STUDENTS	249	25

Table I indicates that 70.4% of the faculty feel that a student should be allowed to take a comprehensive examination at any time during a course while 29.6% of the faculty were against the idea. The students felt very strongly that such a policy should exist - 90.8% of the students agreed while only 9.2% of the students were against the policy.

TABLE II

Should a Student be Allowed to
Take a Comprehensive Examination
Prior to a Course?

CONSTITUENCIES	RESPONSE	
	YES	NO
FACULTY	61	10
STUDENTS	247	27

Table II certainly indicates that the attitudes of both faculty and students were very positive concerning a policy to allow students to take a comprehensive examination prior to a course. In comparing the responses, 85.9% of the faculty favored the idea while 14.1% did not. The student responses indicate that 90.1% favored the idea while only 9.9% were in the negative.

TABLE III

Would a Credit for Learning Policy be a Step in the "Right" Direction for Bristol Community College?

CONSTITUENCIES	RESPONSE	
	YES	NO
FACULTY	59	12
STUDENTS	252	22

Once again, as indicated in Table III, both faculty and students were very positive about a Credit for Learning policy and felt it would be a step in the "right" direction. Table III indicates that 83% of the faculty and 91.9% of the students felt it was a step in the "right" direction. On the negative side, 17% of the faculty and 8.1% of the students survey did not agree.

TABLE IV

Would You as a Student be Willing to Try a Self-Paced Course as Part of a Credit for Learning Policy?

	RESPONSE	
	YES	NO
STUDENTS	229	45

The above table indicates that 83.5% of the responding students would be willing to try a self-paced course as an alternative to the straight lecture method. Forty-five students or 16.5% of the sample indicated that they would not be willing to try a self-paced course.

TABLE V

Would You as a Faculty Member be Willing to Develop Departmental Comprehensive Final Examinations?

	RESPONSE	
	YES	NO
FACULTY	56	15

In order to develop an internal Credit for Learning policy, departmental comprehensive examinations would have to be developed. Faculty responses were positive in that 78.8% stated that they would be willing to develop departmental examinations while 21.2% said that they would not develop the examinations.

TABLE VI

Would You as a Faculty Member be Willing to Develop Individualized Instruction Units as Part of a Credit for Learning Policy?

	RESPONSE	
	YES	NO
FACULTY	49	22

The faculty, once again, responded very favorably toward innovation. Table VI indicates that 69% would be willing to develop individualized units while 31% felt that they would not be willing to develop the units.

TABLE VII

If a Student Passes an Examination Under the System, What Should He/She be Awarded?

CONSTITUENCIES	RESPONSES		
	A GRADE	A PASS/FAIL	NO GRADE-BUT CREDITS
FACULTY	17	25	29
STUDENTS	138	83	53

Table VII indicates an interesting dichotomy of feelings of faculty and students. The majority of the faculty (40.8%) felt that no grade should be awarded but just the appropriate credits while the majority of students (50.4%) felt that a grade should be awarded. Concerning the pass/fail option, 35.2% of the faculty and 30.3% of the students favored the option. Only 24% of the faculty favored the grade option and 19.3% of the student body favored the no grade-but credit option.

TABLE VIII

How Many Credits Should a Student be Awarded Under a Credit for Learning Policy?

CONSTITUENCIES	RESPONSES (CREDITS)					
	6	12	18	24	30	UNLIMITED
FACULTY	11	12	4	1	19	24
STUDENTS	38	37	16	9	38	136

The students and faculty were in agreement concerning the amount of credits that should be awarded in a Credit for Learning system. The responses indicated that 33.8% of the faculty and 49% of the students favored the unlimited credit option. The second choice of both constituencies was the 30 credit limit while the last choice of both groups was the 24 credit option.

Included in the faculty and student questionnaire was a section for comments. The following comments were selected by the writers:

Some Faculty Comments. The follcwing positive and negative comments were selected from the faculty survey:

- "I believe that given the case in which course learning and behavioral objectives are clearly conceived and

articulated, the Credit for Learning policy would be an excellent alternative for our students as a means of achieving those objectives, for, it seems to me, the important thing is that our students be able to achieve the objectives and not how they achieve them."

- "The theory will be fine; its the practice which will kill you."
- "This idea of yours should in no way be an attempt to replace a college education. If the State wants to devise individualized instructional units - fine. But for what were getting paid without raises - frankly, we've more than enough to do now."
- "I think its a dreadful idea."
- "If this were to be made possible at Bristol Community College, I would consider it a major step in the right direction--and a miracle!"
- "It is an excellent concept. It should further be extended to evaluate a students job experiences."
- "I do not feel that a complete individual can develop in a Credit for Learning policy. We will lose our humanity and become seekers of credit."
- "Excellent policy, especially for students who have worked in a specific career field and feel the need for an associates degree in that field."
- "A very good idea! The concept and feasability of such

a program demonstrates, again, the forward thinking of Bristol Community College."

Some Student Comments. The following positive and negative comments were selected from the student survey:

- "It sounds like a good idea, but I don't think the faculty will like it."
- "This system will encourage wholesale plagarism and turn this school into a diploma mill of the poorest reputation."
- "This system should have been implemented years ago."
- "Excellent idea - I feel this method would allow a person a chance to gain credit for knowledge already learned."
- "I think that this policy would work well in enabling students to advance at their own pace. It would also give people encouragement to further advance their education."
- "Could possibly allow some students to consider this the "easy" way out."
- "Most graduates today have to make a transition from classroom theory to reality. This type of system would hinder such a transition."
- "Credit for Learning is a fantastic idea."
- "I think this program would be valuable. It would allow students to gain credits in subjects that are already familiar to them and in which they need only a review to obtain a passing grade."

- "A learned person with a varied background could earn on his own merits a degree that his knowledge qualified him for."
- "I think this is a good idea because for someone to have to go through a 15 week course if they already know the material is ridiculus."
- "I believe that this is the best system yet to hit the student level."

Comments by the College Registrar

The writers interviewed the college registrar as to how he felt a Credit for Learning policy would effect scheduling patterns. The registrar was in complete agreement with the basic concepts of the policy and saw no problems with a comprehensive examination prior to a course. He felt that the problem area would occur when a student tested out of a course. At the present time and within the present schedule, a student who tested out of a course would not be able to enroll in another course during the semester. According to the registrar, the only advantage of a student testing out of a course would be that he could concentrate on his remaining subjects. He was in favor of an open-ended calendar in which students could start a course and finish at any time, but felt that the college was not ready for the open ended calendar with individualized instruction units. In summary, he was in favor of the proposed

policy but felt that the college was not ready for a complete Credit for Learning policy.

Comments by the Assistant Dean of Academic Affairs

The assistant dean was extremely positive towards a Credit for Learning policy but felt that there were several problem areas. He felt that the following problem areas would have to be overcome prior to implementing a policy:

1. The entire scheduling patterns would have to be changed to the modular approach with an open ended calendar. This would obviously consist of a major policy change and would take some time.
2. Contract limitations - The faculty is unionized and there certainly could be some contract limitations.
3. Staff re-training - In order for a complete program to exist, the majority of the teaching faculty would have to be re-trained or instructed in the area of individualized learning.

He felt that if the above problems could be dealt with effectively, a Credit for Learning policy could be implemented as an alternative to granting college credit.

A Memo from the Dean of Academic Affairs

Recently Dr. Basil Castaldi, Dean of Academic Affairs at Bristol Community College sent a memorandum to Mr. Robert Sherman, Chairperson of the Academic Standards Committee con-

cerning a student who has applied for credits by examination. The memo is timely and illustrates the fact that the college does not have a policy concerning Credit by Examination/Credit for Learning. With the permission of Dr. Castaldi, the following memorandum has been re-copied in its entirety:

BRISTOL COMMUNITY COLLEGE

Memorandum

TO: Mr. Robert Sherman, Chairperson, Academic Standards Committee

FROM: Dr. Basil Castaldi, Dean of Academic Affairs

SUBJECT: Credit by Examination--Irving J. Sykes, Student in Engineering

DATE: April 29, 1975

I am responding to your guery concerning the six (6) semester hours of credit that have been recommended for Mr. Irving J. Sykes, on the basis of an examination given to him by Mr. Paine. Conceptually, this approach is another aspect of "Credit by Examination". As you know, we have accepted the CLEP examanition as a valid instrument in determining whether or not credit is to be granted a student. The recommendation made by Mr. Paine, however, is another form of this concept. To date, this is the first time that I have been asked to authorize credit by a locally generated examination.

I have no qualms about "credit by examination" provided the examination is comprehensive and measures all of the objectives set forth in a given course. In order to protect the integrity of our program and our degree, I would suggest that a specific procedure involving a number of reviews and approvals as the divisional level be introduced to the "credit by examination" concept in order that we can justify it both to ourselves and to the institutions to which such students may wish to transfer credit given by Bristol Communtiy College. Therefore, before authorizing credit for this student, I would like to ask your Academic Standards Committee to review or recommend a procedure that would give both creditability and integrity to an examination other than the CLEP which is recognized nationally at this time. A departmental examination approved by the department head, the divisional chairperson and any others and corrected by more than one individual in the department would add a great deal more strength to this procedure. I have even thought about having an interinstitional form of comprehensive examination to accomplish this purpose. For example, "credit by examination" were to be given in freshman english, there might be some advantage in having persons teaching freshman english from Bristol Community College, Bridgewater State College, and Southeastern Massachusetts University develop an examination for credit in freshman english. This examination designed by broadly based individuals would insure at least that the students taking the examination would have a reasonable chance of transferring such

credit to at least two senior institutions if such an arrangment could be made. The whole problem, as you can well see, with "credit by examination" is creditability from the standpoint of senior institutions. I hope you will forgive me for admitting at this point that I really don't have a good answer for a worthy concept. I would certainly appreciate if the Academic Standards Committee could research it out a little bit and come up with something that we could consider for potential use.

c.c. Mr. Hanack
Mr. Paine

Summary

The overall reaction to a Credit for Learning policy by the faculty, students, college registrar, Assistant Dean and Dean of Academic Affairs was extremely positive. This positive attitude and encouragement helped the authors to develop a proposed Credit for Learning policy. This policy is discussed in detail in Chapter 5.

CHAPTER 5

THE PROPOSED POLICY

The proposed policy was developed from the following sources: the survey of students and faculty, the national survey, the interviews with the college registrar and the assistant dean of academic affairs, the search of the literature, Glassboro State College's Credit by Examination policy and Illinois State University's Credit by Examination policy. Just as in the majority of the colleges that responded to the national survey, the authors propose that the Credit for Learning policy be equivalent to a Credit by Examination policy. The authors, therefore, recommend the following policy for Bristol Community College:

1. Each academic department shall establish the manner and level at which a student is to be judged proficient in a way that is similar to the type and quality of examinations typically used in the determination of final course grades. The minimal level at which a student is to be judged proficient shall be equivalent to a grade of "C" in the course.
2. Each department shall determine which courses may be completed through a comprehensive examination.

3. A comprehensive statement of course objectives shall be available to all students for each course for which examinations are given. Only after examining the course objectives should a student consider whether or not he/she should elect to take a comprehensive examination in the course under consideration.
4. Completed examinations must be evaluated by at least two department members.
5. Participation in comprehensive examinations shall be open to all matriculated students at Bristol Community College. The only eligibility requirements for taking a comprehensive examination shall be course pre-requisites.
6. Credit granted for comprehensive examinations will not have a letter grade assigned; therefore, the grade point average will not be affected. A student's transcript will indicate credit which has been earned through comprehensive examinations.
7. A maximum of 30 credit hours may be attained through the Credit by Examination process.
8. Credit earned in comprehensive examinations may not be used to raise grades or remove failures in courses already taken.
9. No course credit will be awarded for comprehensive examinations which substantially duplicate previously

earned high school or college credit.

10. A student will not be permitted to take a comprehensive examination more than once.
11. A method to continuously review the effectiveness of the Credit by Examination policy will be established by the office of Academic Affairs in conjunction with the Academic Standards Committee.
12. To facilitate the evaluation outlined in #11, departmental chairpersons will keep a record of the results of the comprehensive examinations. This record will be periodically forwarded to the Dean of Academic Affairs.
13. Students may not apply for Credit by Examination for courses at a level lower than courses that they have successfully completed either by taking the course or by a comprehensive examination.
14. The ultimate responsibility for the supervision and administration of the Credit for Learning/Credit by Examination program shall rest with the Office of the Dean of Academic Affairs.

CHAPTER 6

RECOMMENDATIONS FOR IMPLEMENTATION

The proposed policy presented in this practicum is by no means conclusive; it should be used as a guide and should be revised as the mechanism for implementation develops.

It is recommended that the implementation of the proposed Credit for Learning policy be accomplished in the following stages:

Stage I - Review:

This proposed policy should be reviewed by the entire academic community to include: the Dean of Academic Affairs, the Divisional and Departmental Chairpersons, the Academic Standards Committee, the Division of Continuing Education and the faculty of Bristol Community College.

Stage II - Refinement:

Any revisions, comments and suggestions from the academic community should be sent to the Council of Divisional Chairpersons. This council should develop the final Credit for Learning policy at Bristol Community College to be forwarded for approval to the Dean of Academic Affairs.

Stage III - Implementation:

The final Credit for Learning policy should be implemented no later than September 1, 1976.

Further Recommendation

At this time, the authors have concluded that it is not feasible to institute the aspect of Credit by Examination which allows a student to take an examination at any point in a semester. This recommendation was based on the following reason:

At the present, an open-ended calendar cannot be implemented at Bristol Community College due to the fact that very few courses have been developed around the individualized instructional approach.

INDIVIDUAL SUMMARY SHEET

ARMAND DESMARAIS

The development of this practicum has given me tremendous insight into an exciting alternative policy for granting college credit - A Credit for Learning Policy. As an experienced adult educator, it has always been my contention that students should be given credit for prior learning either by credential evaluation or by examination. Research into the philosophy of credit by examination and actually developing a model for implementation has given me a thorough background for taking a strong stand for the implementation of a Credit for Learning policy. I honestly believe that a Credit for Learning policy would not lower standards but would give Bristol Community College an added dimension to it's credit granting policy.

My contributions to this practicum were:

1. Researched the applicable literature as it applied to Credit for Learning.
2. In conjunction with Mr. Wiggins, developed and administered a questionnaire to faculty and students.
3. Worked closely with the College registrar and assistant Dean of Academic Affairs.
4. In conjunction with Mr. Wiggins, developed a proposed Credit for Learning policy and a plan to implement the program.

INDIVIDUAL SUMMARY SHEET

E. FOSTER WIGGINS

By participating in the development of this practicum, I have become more aware of the meaning of Credit for Learning and my attitude towards a policy of Credit for Learning has become very positive. I have also learned to appreciate, but not necessarily agree with the opinions of my fellow administrators and faculty concerning Credit for Learning.

As Mathematics Department Chairman I have become involved in determining which CLEP examinations are applicable to our present mathematics courses and as soon as a college policy for Credit for Learning is adopted, examinations will be developed in areas of Mathematics where CLEP examinations do not exist.

My contributions to this practicum were:

1. Developed and administered a survey letter to a random sample of colleges nationally.
2. In conjunction with Mr. Desmarais, developed and administered a questionnaire to faculty and students.
3. Worked closely with the College registrar and assistant Dean of Academic Affairs.
4. In conjunction with Mr. Desmarais, developed a proposed Credit for Learning policy and a plan to implement the program.

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APPENDIX A

Los Angeles Community College District

Los Angeles Harbor College

1111 Figueroa Place, Wilmington, California 90744
Telephone: 835-0161

April 2, 1975

Mr. E. Foster Wiggins
Chairperson, Mathematics Department
Bristol Community College
Fall River, Massachusetts 02720

Dear Professor Wiggins:

Responsive to your letter of March 13, I wish to advise that Los Angeles Harbor College has no "credit for learning" policy thus designated. We do offer a number of short-term courses and a number of courses in which the objectives are performance based and not limited to some specified time frame. No policy is involved other than that the course outline specifies the student acheievement required without commenting upon the amount of time to be involved.

We have not found it necessary to declare a policy on this. There is, rather, a commitment by some of our departments to performance-based objectives and this is regarded as a prerogative of course design. Needless to say, this can entail some problems when it comes to class scheduling and faculty load, but that is not a policy matter.

I hope the foregoing is of some value to you.

Very truly yours,

Jack E. Smith

Jack E. Smith
Dean of Instruction

JES:gw

UNIVERSITY OF COLORADO
OFFICE OF THE CHANCELLOR
BOULDER, COLORADO 80302

April 1, 1975

E. Foster Wiggins
Chairperson
Mathematics Department
Bristol Community College
Division of Continuing Education
Fall River, Massachusetts 02720

Dear Professor Wiggins:

Your inquiry regarding a Credit for Learning policy has been referred to me for response. Presently, the University of Colorado, Boulder, subscribes to three forms of "credit for learning". Two are instruments of the College Board (CEEB), and I would imagine specific data on them should be supplied you by their staff.

The first instrument is the College Level Examination Program (CLEP) whereby students may advance in standing and/or apply credits toward a degree by area proficiency examinations. Presently, CLEP examinations approved by the individual colleges for applicants scoring in the 67th percentile or above may apply this form of "credit for learning" toward his/her degree. I have enclosed a copy of a study conducted by Kathleen Volker of our staff of CLEP at CU.

The second instrument administered by CEEB is the advanced placement program whereby high school seniors may take coursework while still in high school for college credit.

An additional instrument, which is administered by the University Testing Office allows a student of degree status and in good standing to test out of a requirement and/or coursework, for credit. This particular program is subject to varying restrictions and requirements as may be deemed appropriate by departments and deans of the colleges. Presently, the foreign language requirement of third semester proficiency may be "tested out" by this method. I believe that similar arrangements can be made with the mathematics, physics, biology, and chemistry departments to test out of their introductory requirements. It should be noted that certain requirements may be waived by special arrangement and approval of advisor, department head, and college dean.

Insofar as the University is a state funded institution of post secondary education, most policies and academic programs are subject to the approval of the Colorado Commission on Higher Education and the North Central Accrediting Association.

The policies and standards referred to herein have been developed and approved by the Council of Academic Deans (Boulder), Faculty Council and its standing committee structure, the Faculty Senate, and the appropriate departmental caucuses.

If I can be of further assistance, please feel free to contact me.

Sincerely,

George A. Pettit
Office of the Vice Chancellor
for Academic Affairs

GAP:jt

UNIVERSITY OF NEVADA, LAS VEGAS

Las Vegas, Nevada 89154

University College

April 7, 1975

Dr. E. Foster Wiggins, Chairperson
Mathematics Department
Bristol Community College
Fall River, Massachusetts 02720

Dear Dr. Wiggins:

In response to your request about Credit for Learning, we can offer the following information. At the University of Nevada, we have two options from which students may select to earn credit for learning.

The CLEP test (College Level Entrance Placement) is a standardized instrument offered through Educational Testing Service, Princeton, New Jersey. ETS has established testing centers at major colleges in all parts of the United States. Tests offered cover the following subject areas: English composition, Humanities, Mathematics, Natural Sciences, and Social Sciences. Your institution will need to establish what scores are acceptable for receiving credit, as the College Entrance Examination Board or the Educational Testing Service does not evaluate the results. A maximum of 30 credits is allowed at our institution.

The second approach to Credit for Learning is credit by examination at the University of Nevada. Enclosed is a copy of the rules which apply to this method on our campus.

If you have any questions, please feel free to write. Thank you.

Sincerely,

Sharee Schrader

Miss Sharee Schrader
Assistant to the Dean

SS/jn

cc: Dr. Glennen, Dean
Dr. Gentile, Vice President

AN EQUAL OPPORTUNITY EMPLOYER

LONGVIEW
Community College
500 Longview Rd./Lee's Summit, Mo. 64063/(816) 763-7777

March 19, 1975

Mr. E. Foster Wiggins
Chairperson, Mathematics Department
Bristol Community College
Fall River, Massachusetts 02720

Dear Mr. Wiggins:

For the most part, the credit for capital learning policy at Longview Community College is a credit by examination policy. Students may receive credit for many of the courses we offer by taking the CLEP examinations, and in other courses we have the prerogative of devising examinations for granting credit. When it is possible, we prefer to use standardized examinations. For your information I am enclosing a copy of our policy on credit by examination.

The only other kind of credit for life experience which we have given is for students who have participated in the Amigos Program. These students, by writing a satisfactory essay on their experiences in Latin America for the Department of Social Sciences, receive three hours' credit in Readings in Social Sciences.

I trust that this information is of use to you.

Sincerely,

Arthur N. Wilkins
Dean of Academic Affairs

ANW/bs

ILLINOIS STATE UNIVERSITY
FOUNDED IN 1857
BLOOMINGTON-NORMAL 61761

DEAN OF UNDERGRADUATE INSTRUCTION

Telephone: 309/438-8681

March 20, 1975

Dr. E. Foster Wiggins
Chairperson, Mathematics Department
Bristol Community College
Fall River, Massachusetts 02720

Dear Dr. Wiggins:

Illinois State University's closest approximation to your Credit for Learning policy is the Departmental Proficiency Examination program. The official policy statement is attached. I have also enclosed a "script" for the University's new telephone information service and a flyer announcing the Spring examinations. Hopefully, the three documents will give you a "feeling" for our program.

The University has had some variant of the present program since 1953. Although less liberal than some programs at other institutions which provide credit for experience, it does provide an alternative route to credit for students--but not many. Last year (January, 1974 to December, 1974), 622 examinations were given. Thirty per cent of the exams, or 191, were completed successfully and 305.5 hours of credit were generated; however, two departments (Health, Physical Education and Recreation; and Allied Health Professions) accounted for 126 of the successful examinations with the remainder spread over approximately twenty-five other departments. In brief, the program at ISU is relatively conservative, but acceptable to most of the faculty and some students.

Hope this information helps--if not, please feel free to inquire again.

Sincerely,

Eugene H. Jabker

Eugene H. Jabker,
Director of Instructional Development

rb
Attachments

ALBANY JUNIOR COLLEGE
A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

2400 Gillionville Road
Albany, Georgia 31705

April 9, 1975

Mr. E. Foster Wiggins
Chairperson, Mathematics Department
The Commonwealth of Massachusetts
Bristol Community College
Fall River, Massachusetts 02720

Dear Mr. Wiggins:

We have an Individualized Studies Program which was set up for adults and other students who have unique educational needs and goals. The curriculum allows the student to plan his/her curriculum to meet individual needs and personal and educational objectives. A student may earn credit toward graduation by presenting satisfactory evidence of knowledge and skills already attained. We assume that graduates from the program will have no immediate ambitions for study at a four-year institution; therefore, the transferability of courses is not a factor in planning a curriculum for most students.

The curriculum consists of five sections: Communications (10 hours), Science/ Mathematics (10), Social Sciences (10), Special Interest Area (60), and Recreational and Leisure Activities (0-6). (Copy of program attached) Basically it is a two-year program. Upon successful completion, the student is awarded an Associate in Arts degree.

We have a course designed for the student following the ISP. The course is as follows:

> IS 200 Independent Studies (Student may earn 1-20 hours)
> A course(s) of study selected by the student and his mentor or adviser and approved by the Individualized Studies Committee or the appropriate division chairman. This course(s) is not described here; rather, flexibility is the guiding principle. The student's permanent record will detail hours completed in the area. Full course descriptions are on file in the Office of the Registrar.

A student is enrolled in this course when he/she is taking a course, in a particular quarter, other than one open to the general student.

A student may be given credit using three different methods as follows:

1. Traditional method
2. Examinations by CLEP or departmentally using a written or verbal test, or by demonstrating competency in an area

3. Hours may be awarded for work/life experiences if beneficial to student's program of study.

Instruction may be acquired in the following manner. The student may enroll in a credit class, hire a tutor knowledgeable in a particular area for the purpose of preparing for a comprehensive examination, take correspondence courses with a college or university provided that the courses have been completed and recorded with the registrar's office of a given college or university, have direct experiences in a specific area (written and/or oral exam administered), work through a bibliography on an independent study basis, or have unique circumstances and experiences which would be reviewed by the ISP committee.

An Individualized Studies Program committee was formulated for overall supervision, screening of applicants for admission, assistance in planning and approving the curriculum, and verification of program completion for graduation.

A student is assigned a mentor usually agreed upon by the student and committee. The duties of the mentor are to assist the student in clarifying his objectives, planning a program of study, presenting the program to the committee for approval, and periodically evaluating the student's progress.

Also, we have set up in our overall grading system an IN (Incomplete). We assign a student this grade when, at the end of a quarter, he/she is progressing in a course but has not completed the requirements. To finish the course requirements, the student must reenroll in the course. This grade is used mostly in individualized courses where quantitative and qualitative progress can be measured on a continuing basis.

I hope this information will be helpful. If you have further questions, please feel free to contact me.

Sincerely,

Edward A. Terratus
Dean of Instruction

ss

Enclosure

ALBANY JUNIOR COLLEGE

INDIVIDUALIZED STUDIES

		Hours
Section I - Communications		
EH 101	English Composition I	5
EH 102	English Composition II	5
or		
BA 235	Business Communications	10
Section II - Science/Mathematics		
MS 115	College Mathematics	5
or		
BA 105	Business Mathematics	
	Science Elective	5
		10
Section III - Social Sciences		
HY 251	U.S. Through 1865	5
or		
HY 252	U.S. After 1865	
PL 101	Principles of American Government	5
		10

Section IV - Special Interest Area

Consists of open electives with choices to be based on student's individual interests or personal or career objectives. (It is not anticipated that these courses will be chosen at random; rather they will be selected on the basis of how well they fit into a total curriculum which the student will plan with the advice and assistance of the Individualized Studies Program Committee.) 60

Section V - Recreational and Leisure Activities

The intent is that the student develop and present evidence of a recreational or leisure time activity or interest from which he derives enjoyment. It is not the intent of the program that the older student must necessarily develop physical prowess in any sport as evidence of this activity or interest; therefore, enrollment in physical education courses will not always be required. 0-6

Total	90-96

BOISE STATE UNIVERSITY • 1910 COLLEGE BLVD. • BOISE, IDAHO 83725

April 8, 1975

E. Foster Wiggins
Chairperson, Mathematics Department
Bristol Community College
Fall River, Massachusetts 02720

Dear Professor Wiggins:

Your inquiry regarding Credit for Learning has been forwarded to me. The nearest thing we have to that is our collection of Enrichment and Advancement Opportunities which follow the more traditional headings of CLEP, Advanced Placement, Credit by Examination, Credit for Pre-requisites Not Taken. Additionally there is our Honors Program which appears to be something different from what you are inquiring after. The other policies were implimented as a result of discussion through the usual faculty committees with the encouragement and support of the administration. The recommendations were forwarded to and approved by the Faculty Senate and they are now policy as listed in the accompanying zerox material. While I don't believe that any of this material is exactly what you are seeking, it may precipitate some specific questions. In that event, please feel free to contact me directly for further information.

Cordially,

William P. Meck, Director
Boise State University
Honors Program

WPM:kd

Enclosure

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 11 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES

Equal Opportunity Employer